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JOB LANGUAGE PERFORMANCE REQUIREMENTS
FOR 152D
NOS

POWER GENERATION EQUIPMENT REPAIRER

REFERENCE SOLDIER'S MANUAL DATED

10 April 1979

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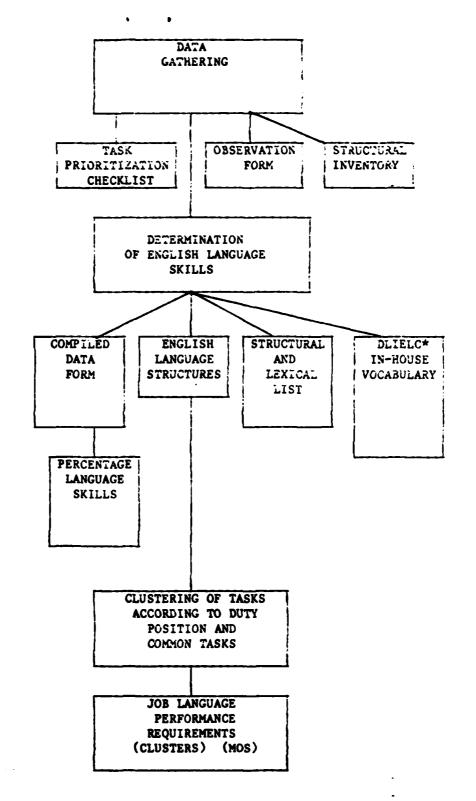


FIGURE 1

*Defense Language Institute English Language Center

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Structural Analysis Li		stening
		eaking ading
Task Prioritization Checklist 20. ABSTRACT (Continue on Priority and N recessory and	identify by block number)	auny
The Job Language Performance Requirements (JLPR) study was conducted to determine language tasks the soldier must do in studying/performing job tasks. The language skills (listening, reading, writing, speaking) required to learn each Army job task were identified, conditions studied and standards determined. The data that generated the JLPR is identified.		

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PREFACE

INSTRUCTIONS FOR REVIEW OF JOB LANGUAGE PERFORMANCE REQUIREMENTS

This report is organized in six main sections. Sections I-TV clacuse methods, forms and rationale for gathering, organizing and analyzing research data used to develop Job Language Performance Requirements (JLPR). Please look through these sections to get a general understanding of the background underlying the JLPR. Sections V and VI are the major substantive portions of the analysis. They are the results of the analysis and constitute the basis for development of any MOS-oriented English language materials. Section V contains the JLPR by cluster/topic, while Section VI contains the JLPR covering the entire range of clusters/topics.

The appendices, one through eight, contain all the information used to determine the Job Language Performance Requirements. Please write any suggestions or changes directly on the document or attach additional notes, if necessary.

The points covered in the six major sections are supported in greater detail in eight appendices. Below is an overview of these appendices.

Appendix one contains the Task Prioritization Checklist. It was taken to the field to collect the raw data. This form was approved for use by the Department of the Army.

Appendix two contains the Task Inventory Compiled Data Form. It was used to organize data from Unit and AIT respondents.

Appendix three defines the language skills by percentage. This form includes computations of language skills for each task cluster.

Appendix four contains the Observation Form used in the recording of types of listening and speaking skills required, as seen by observers, in the learning and performing of a task. The variety of environmental situations is also included on this form.

Appendix five contains the final list of structural and lexical items found through data gathering and organization.

Appendix six contains the DLIELC in-house vocabulary list. This is a task by task listing of the vocabulary extracted from the Soldier's Manual.

Appendix seven contains the machine-generated vocabulary for this MOS prepared by the United States Army Training and Doctrine Commanc (TRADOC), Fort Monroe, Virgina.

Appendix eight contains the list of structural and lexical items requisite to this MOS.

Thank you for your cooperation. It is greatly appreciated. *

SECTION I

DATA GATHERING

INTRODUCTION

This section discusses the procedures and forms in the gathering of data used to determine the Job Language Performance Requirements for this MOS.

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SECTION I: DATA GATHERING

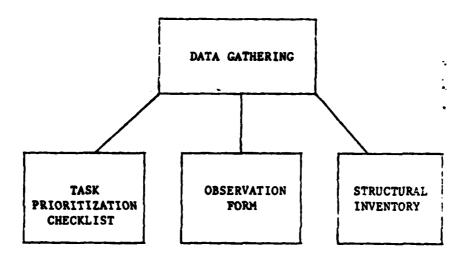


FIGURE 2

In order to establish Job Language Performance Requirements for this MOS the curriculum development specialists at the Defense Language Institute English Language Center (DLIELC) analyzed the current learning and working situations, and individual tasks. The goal was to collect data which would help identify the Job Language Performance Requirements pertinent to this MOS.

To conduct this analysis, training specialists visited the AIT School and Unit cadre. Interviews were conducted using a Task Prioritization Checklist, (Appendix 1). For each task, first-line supervisors answered the following questions:

- 1. Is the task taught?
- 2. How is the tesk taught?
- 3. Is the task tested?
- 4. How is the task tested?
- 5. How important are speaking, listening, reading and writing in learning and performing the task?
- 6. What are the results of poor performance in performing the task.

Additional data were gathered through use of an Observation Form and an analysis of language structures in the Soldier's Manual for this MOS.

The Observation Form (Appendix 4) was used to record actual observations of the learning situations, populations, tasks, and language.

The lexical and structural analysis was done by a panel of language specialists who first listed all structures found in the Soldier's Manual for this MOS and then all structures, standard and non-standard, noted on the Observation Forms for all vocabulary from the Soldier's Manual. All lists were then combined into an overall lexical and structural inventory.

SUMMARY/CONCLUSION:

The tools for data gathering were:

- 1. The Task Prioritization Checklist (Appendix 1)
- 2. The Task Inventory Compiled Data Form (Appendix 2)
- 3. The Observation Form (Appendix 4)
- 4. A Structural and Lexical Inventory (consisting of rough drafts of all vocabulary and structures in this MOS).

These tools were used to form the data pool from which the Job Language Requirements were determined.

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SECTION II

DETERMINATION OF ENGLISH LANGUAGE SKILLS

INTRODUCTION

This section discusses the organization of the raw data into information used to determine the English language skills pertinent to this MOS.

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SECTION II: DETERMINATION OF ENGLISH LANGUAGE SKILLS

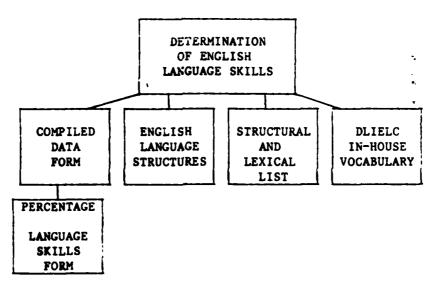


FIGURE 3

The raw data collected as described in Section II above was used to determine the English Language skills which the soldier must learn to learn and perform the task. The Compiled Data Form, Appendix 2, was used to organize the observation and analysis data. Selected information from the Task Prioritization Checklist was recorded directly on this form. Specifically three variables were used to determine the language skills involved. They were:

- 1. Methods of teaching.
- 2. Methods of testing.
- 3. The actual respondents' ratings of the four English language skills.

From each of the three variables the following skills were determined:

VARIABLE	ENGLISH LANGUAGE SKILLS
Methods of Teaching demonstration lecture hands on self-paced	listening, listening, writing listening reading, writing

Methods of Testing performance oral written

listening speaking writing, reading

Rating of English
Language Skills
listening
speaking
reading
writing

*a response of 2 or 3 on a scale of 1 to 3 was tallied

a response of 1, 2, or 3 on a scale of 1 to 5 was tallied

*See Al

In order to determine the relations of the various skills in the MOS, data from the three variables were tallied on the Percentage Language Skills Form. An average was then found using the following formula:

TR + TxVxR = 2 of use

T = total number of tasks per cluster

V = language skill variable per cluster**

R = maximum number of respondents in any task in that cluster

TR = total tally of responses per task per skill

% of use = use of the language skill in the task

Percentages found in this MOS were:

Listening 36% Speaking 22% Reading 15% Writing 16%

As shown by the figures, <u>listening</u> is the most important skill in this MOS. However, in particular duty sections, percentages varied. Appendix 3, the Percentage Language Skills Form, shows the actual skill percentages in each duty position.

**See A3

Organization of structural and lexical items was done by comparing a structural and lexical list extracted from the Soldier's Manual with a structural inventory list extracted from ALC (American Language Center) materials through Volume 2400, at the end of which a trainee is normally qualified for Specialized English Technial Terminology training. By comparing the lists redundancies were eliminated, leaving the final list of structural and lexical items indicated by grammatical title in Appendix 5.

SUMMARY/CONCLUSION:

Organization of the data included the recording of responses on the Task Inventory Compiled Data Form, use of the Percentage Language Skills Form, and the DLIELC in-house structural analysis list. Skills were analyzed by duty section. The actual lexical items in this MOS were grouped and listed task by task. This information was then used to determine the specific Job Language Performance Requirements.

SECTION III

CLUSTERING OF COMMON AND DUTY POSITION TASKS

INTRODUCTION

Due to the overlapping of certain elements among the various MOS, tasks were clustered in order to prevent duplication of effort for each MOS.

This section contains a listing of the clusters for this MOS.

JOB LANGUAGE
PERFORMANCE
REQUIREMENTS
(CLUSTERS)

JOB LANGUAGE
PERFORMANCE
REQUIREMENTS
(CLUSTERS)

SECTION III: CLUSTERING OF COMMON AND DUTY POSITION TASKS

Clustering was done by using the common and duty position tasks in the Soldier's Manual.

The following clusters are in this MOS:

- 1. FIRST AID
- 2. NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS
- 3. INDIVIDUAL FITNESS
- 4. BASIC INDIVIDUAL TECHNIQUES
- 5. CAMOUFLAGE
- 6. SECURITY AND INTELLIGENCE
- 7. LAND NAVIGATION
- 8. M16A1 RIFLE
- 9. LIGHT ANTITANK WEAPON (LAW)
- 10. GRENADES
- 11. LEADERSHIP
- 12. WATER PURIFICATION UNIT
- 13. INDUCTION MOTORS
- 14. ARC WELDING MACHINES
- 15. MOBILE ELECTRIC POWER GENERATOR SETS
- 16. MATERIAL HANDLING EQUIPMENT
- 17. MAINTENANCE AND INSPECTION

SECTION IV

JOB LANGUAGE
PERFORMANCE REQUIREMENTS

INTRODUCTION

This section discusses the format for the Job Language Performance Requirements.

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SECTION IV: JOB LANGUAGE PERFORMANCE REQUIREMENTS

The format for the Job Language Performance Requirements is:

TASK: CONDITION: STANDARD:

A. TASK

The Job Language Performance Requirements state the language tasks the soldier must do in studying/performing specific MOS job tasks. A task addressing language would be one of reading, listening, speaking or writing. Job tasks, as seen in the Soldier's Manual, are those which pertain to the soldiers duties. To write these as language tasks required the following explanations of what the soldier would speak, read, listen and write. Below are the kinds of explanations that had to be made in this MOS.

SPEAKING .

Produces oral utterances to report/inform/explain/elicit response/respond.

Analysis of this MOS indicates verbal reports entailing those activities directly related to the soldiers job tasks.

The speaking act to respond or elicit response in this MOS is an oral response to a command or visual signal.

Speaking to explain involves situations of instruction in any training situation.

Speaking to inform involves producing oral utterances to communicate necessary information.

READING

Read for information/to learn.

Printed and written materials are used throughout this MOS. The soldier is expected to read technical manuals, fields manuals, soldier's manual, written communication and audio-visual aids. Content of these materials is presented in formats and styles ranging from simple factual words or sentences to complex passages containing highly technical vocabulary, often with ellipsis. The purpose is to teach the student, so the student reads them to learn. Reading to learn involves reading names, attributes, information, procedures, explanations of how systems work, concepts, vocabulary terms, and definitions which are committed to short or long term memory for immediate or later recognition.

Basically, the soldier will use these reading materials to supplement what is stated in a lecture by integrating the information from the different texts or written communiques into his understanding of the previous lecture.

The soldier must develop the ability to understand the words in context, to read in thought units, and then select and understand the main ideas. The soldier must retain, apply, and integrate these ideas with past experience to use in his MOS.

Reading to learn, then, is a synthesis. What is read is to be retained in memory for integration in new experiences.

Reading for information, on the other hand, is quite different. The read material is to be retained only in short term memory, used for a specific purpose (i.e., look up a metric equivalent of 37 pounds) and then forgotten.

LISTENING

Listen to oral information to learn/to report.

In this MOS, lecture is a main method of instruction. The lecture is often supplemented by a demonstration. The soldier listens to the lecture to learn data pertinent to the task. Analysis of lecture presentations indicated many language variables. The soldier hears sub-standard usages, various registers of style and formality, colloquialisms, even profanity, in situations ranging from a barracks to a field. The soldier must differentiate between the types of language functions. Is it expression, exchange, description, explanation, argumentation, persuasion, statement, request, or order? The oral information may be directly from the speaker and/or indirectly such as over the telephone, radio, TV, or tape. The soldier must organize and gain meaning from what is heard. Out of all these variables, the soldier must identify or infer the main ideas or major points.

Analysis of this MOS did not and could not specify all types of spontaneous language the soldier would be exposed to. The POI, though, does show the general form of the constrained oral language the soldier must listen to in order to learn the task.

B. CONDITIONS

The condition is what the soldier will be given in order to do the task. For the MOS job, the soldier is given paper, pencil, and printed materials. For language purposes, he will be given certain structural and lexical features as found through the data gathering and organizing from interviews and observations. Again, for the job that the soldier will be given, the material may be under normal working conditions, though other conditions may be added such as with or without protective gear or in darkness.

The soldier will read lists, tables, procedures, checklists or signs, and will hear scenarios, lectures, explanations, and commands. Therefore, these are listed with the Job Language Performance Requirements as possible conditions.

C. STANDARDS

The standard for our purpose is 100%. A standard for understanding or speaking cannot be tested as saying the soldier will disassemble a .45 caliber pistol in eight minutes. Because of this, 100% understandable speech or 100% legibility is used as a reference.

SUMMARY/CONCLUSION:

The Job Language Performance Requirements including tasks, conditions, and standards, were first written for each task cluster. The clusters were then combined into the Job Language Performance Requirements for the entire MOS.

SECTION V

JOB LANGUAGE PERFORMANCE REQUIREMENTS (CLUSTERED)

INTRODUCTION

Sections I, II, III, and IV described how Job Language Performance Requirements were identified and constructed.

This section contains the Job Language Performance Requirements for each task cluster pertinent to this MOS.

FIRST AID

I. PERCENTAGE LANGUAGE SKILLS

Listening 36% Speaking 32% Reading 12% Writing 15%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Listen to respond

CONDITIONS:

Given a medical scenario involving simple questions about an illness in any training situation (Appendix 4), using standard and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS:

100% understanding of oral utterances

TASK:

Produce oral utterances to explain

CONDITIONS:

Given a simple medical scenario requiring an oral interpretation in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS:

100% understandable oral communication

TASK:

Produce appropriate oral responses spontaneously or upon

request

CONDITIONS:

Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read for information

CONDITIONS:

Given printed MOS training materials in the form of

captioned illustrations, procedures, tables and

explanations

STANDARDS:

100% understanding of printed content

III. TASK NUMBERS AND TITLES

051-191-1001 Apply the four life-saving measures 051-191-1002 Apply first aid measures for burns 051-191-1005 Administer artificial respiration

1.3-523 Alank

NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening 42% Speaking 32% Reading 15% Writing 19%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Listen to perform

CONDITIONS:

Given oral warnings or verbal commands regarding simulated NBC situations (scenarios) in any training situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral utterances

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Produce oral utterances to inform and respond Given NBC situations requiring oral alarms

CONDITIONS: STANDARDS:

100% understandable oral utterances

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of procedures, captioned illustrations and notations

defined as explanations

STANDARDS:

100% understanding of printed content

TASK:

Read for information

CONDITIONS:

Given printed MOS training materials in the form of procedures, captioned illustrations and notations

defined as explanations

STANDARDS:

100% understanding of printed material

III. TASK NUMBERS AND TITLES

051-191-1031 Maintain protective mask and accessories

051-191-1032 Put on a protective mask

051-191-1033 Take cover as protection against NBC hazards

051-191-1034	Decontaminate self and individual equipment
051-191-1035	Administer antidote to a nerve agent casualty
051-191-1036	Apply artificial respiration to a chemical agent casualty
051-191-1037	Determine personal needs and personal hygiene in a chemical environment
051-191-1038	Identify NBC hazards and take appropriate actions

INDIVIDUAL FITNESS

I. PERCENTAGE LANGUAGE SKILLS

Listening 47% Speaking 36% Reading 10% Writing 11%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read for information

CONDITIONS:

Given printed MOS training materials in the form of

procedures and explanations

STANDARDS:

100% understanding of printed content

III. TASK NUMBERS AND TITLES

051-191-1061 Maintain individual physical fitness appropriate to

unit mission

BASIC INDIVIDUAL TECHNIQUES

I. PERCENTAGE LANGUAGE SKILLS

Listening 24% Speaking 21% Reading 8% Writing 14%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

III. TASK NUMBERS AND TITLES

051-191-1063 Employ field hygiene and sanitation measures

051-191-1364 Construct individual defensive positions

051-191-1365 Clear fields of fire

CAMOUFLAGE

I. PERCENTAGE LANGUAGE SKILLS

Listening 37% Speaking 24% Reading 8% Writing 14%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or

upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform

CONDITIONS: Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices

5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of

instructions, charts, captioned illustrations,

explanations and procedures

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

051-191-1361 Camouflage/conceal self and individual equipment

051-191-1362 Campuflage/conceal equipment

051-191-1363 Campuflage/conceal defensive positions

SECURITY AND INTELLIGENCE

I. PERCENTAGE LANGUAGE SKILLS

Listening 24% Speaking 23% Reading 6% Writing 11%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Listen to orally interact

CONDITIONS: Given oral challenges, passwords and scenarios in

any training situation (Appendix 4), using standard

and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS: 100% understanding of oral information

TASK: Produce appropriate oral responses spontaneously

or upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce spontaneous oral utterances to interact

COMDITIONS: Given the requirement to orally respond to challenges,

passwords and security situations in any training

situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

procedures, tables and warnings

STANDARDS: 100% understanding of printed content

TASK: Write to record and report

CONDITIONS: Given the requirement to complete forms and produce

written reports

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

051-191-1091	Use challenge and password
051-191-1095	Process known or suspected enemy personnel
051-191-1096	Collect/report information - SALUTE
051-191-1098	Perform guard duty
051-191-1099	Practice noise, light, and litter discipline

LAND NAVIGATION

I. PERCENTAGE LANGUAGE SKILLS

Listening 47% Speaking 25% Reading 20% Writing 26%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn and perform

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously

or upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

CONDITIONS:

100% understandable oral responses

TASK:

Produce oral utterances to inform and respond

Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard

and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS:

100% understandable oral utterances

TASK:

Read for information

CONDITIONS:

Given printed MOS training materials in the form of marked maps, definitions, captioned illustrations,

instructions and procedures

STANDARDS:

100% understanding of printed content

TASK:

Write to record

CONDITIONS:

Given a requirement to record the grid reference

STANDARDS:

100% legible written content

III. TASK NUMBERS AND TITLES

051-191-1481 Identify terrain features (natural and manmade) on the

map

051-191-2483 051-191-2485

Locate a point on a map Navigate, using a map

051-191-2486

Measure ground distance

051-191-2490

Orient a map to the ground by map-terrain association

M16Al RIFLE

I. PERCENTAGE LANGUAGE SKILLS

Listening 36% Speaking 23% Reading 8% Writing 11%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands in any

training situation (Appendix 4), using standard and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously

or upon request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and

non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

procedures, captioned illustrations, warnings and

references

STANDARDS: 100% understanding of printed content

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of a

range card

STANDARDS: 100% understanding of printed content

TASK: Write to record

CONDITIONS: Given a requirement to complete a range card

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

051-191-1181 Maintain an M16Al rifle, magazines, and ammunition

051-191-1182 Load and unload an MIGAL rifle magazine

051-191-1183 Load, reduce a stoppage, unload, and clear an

M16Al rifle

051-191-1184 Zero an M16Al rifle
051-191-1185 Engage targets with an M16Al rifle
051-191-1186 Prepare and use aiming and firing stakes for the M16Al rifle
051-191-1462 Engage hostile aircraft with individual weapon

LIGHT ANTITANK WEAPON (LAW)

I. PERCENTAGE LANGUAGE SKILLS

Listening 28% Speaking 17% Reading 0% Writing 7%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn and perform

CONDITIONS:

Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices

5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of

procedures, descriptions, tables and SOPs

STANDARDS:

100% understanding of printed content

III. TASK NUMBERS AND TITLES

051-191-1241 Prepare an M72A2 LAW for firing; restore M72A2 LAW to

carrying configuration

051-191-1242 Engage targets with an M72A2 LAW

051-191-1243 Apply immediate action to correct a malfunction on an

M72A2 LAW

GRENADES

I. PERCENTAGE LANGUAGE SKILLS

Listening 30% Speaking 31% Reading 4% Writing 13%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands in any train-

ing situation (Appendix 4), using standard and

non-standard structural and lexical items (Appendices

5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Listen for information

CONDITIONS: Given oral instructions to perform task specific

assignments in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral information

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices

5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

warnings, procedures, definitions, captioned illustra-

tions and references

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

051-191-1302 Engage enemy targets with hand grenades

LEADERSHIP

I. PERCENTAGE LANGUAGE SKILLS

Listening 37% Speaking 7% Reading 10% Writing 18%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce oral utterances to inform

CONDITIONS:

Given a requirement to produce a verbal report in any

training situation (Appendix 4), using standard and

non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral utterances

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of

procedures and references

STANDARDS:

100% understanding of printed content

TASK:

TASK:

Write to record and report

CONDITIONS:

Given the requirement to complete forms and produce

written reports

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

051-191-2547 Prepare the rater's section of an enlisted evaluation

report

WATER PURIFICATION UNIT

I. PERCENTAGE LANGUAGE SKILLS

Listening 35% Speaking 13% Reading 33% Writing 19%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of

procedures and descriptions

STANDARDS:

100% understanding of printed content

TASK:

Write to record and report

CONDITIONS:

Given the requirement to complete forms and produce

written reports

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

051-234-1200 Repair motor starter on water purification unit

INDUCTION MOTORS

I. PERCENTAGE LANGUAGE SKILLS

Listening 63% Speaking 31% Reading 38% Writing 28%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously

or upon request

CONDITIONS:

Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of

procedures and descriptions

STANDARDS:

100% understanding of printed content

TASK:

Write to record and report

CONDITIONS:

Given a requirement to produce a written report

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

051-234-1300 Repair electric motor assembly

ARC WELDING MACHINES

I. PERCENTAGE LANGUAGE SKILLS

Listening 54% Speaking 25% Reading 36% Writing 29%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously

or upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of

procedures, descriptions, tables and SOPs

STANDARDS:

100% understanding of printed content

TASK:

Write to record and report

CONDITIONS:

Given a requirement to produce a written report

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

051-234-1400 Replace control panel components on arc welding

machines

051-234-2450 Repair the LTO 300 gasoline engine driven arc welder

MOBILE ELECTRIC POWER GENERATOR SETS

I. PERCENTAGE LANGUAGE SKILLS

Listening 39% Speaking 16% Reading 26% Writing 21%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or

upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of captioned illustrations, warnings, procedures and

references

STANDARDS:

100% understanding of printed content

TASK:

Write to record and report

CONDITIONS:

Given the requirement to complete forms and produce

written reports

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

051-234-1500 Inspect generator set

051-234-1501 Replace the gas engine assembly

051-234-1502 Clean cylinder head

051-234-1503 Test cooling system components

051-234-1504 Replace cooling system components

051-234-1505 Test lubrication system components

051-234-1506 Replace lubrication system components

051-234-1507 Replace intake and exhaust system components 051-234-1508 Test fuel system components on a gasoline engine

driven, mobile electric power generator set

051-234-1509 Replace fuel system components on a gasoline engine

driven, mobile electric power generator set

051-234-1510 Test fuel system components on a diesel engine driven,

mobile electric power generator set

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051-234-1511
                Replace fuel system components on a diesel engine driven,
                mobile electric power generator set
051-234-1512
                Determine serviceability of batteries
051-234-1513
                Test starting system components
051-234-1514
                Replace starting system components
051-234-1515
                Clean starter motor components
051-234-1516
                Charge lead-acid batteries
051-234-1517
                Test the battery charging alternator
051-234-1518
                Test the battery charging system
051-234-1519
                Test the battery charging indicator
051-234-1520
                Test the battery charging relay
051-234-1521
                Test the battery charging system wiring harness
051-234-1522
                Adjust the battery charging voltage regulator
051-234-1523
               Replace battery charging system components
051-234-1524
               Inspect load terminal board
051-234-1525
               Replace load connection group components
051-234-1526
                Test fault indicator panel
051-234-1527
               Test selected control panel components
051-234-1528
               Replace fault indicator and control panels
051-234-1529
                Test static exciter
051-234-1530
                Inspect regulation and excitation system
051-234-1531
               Replace the static exciter and voltage regulator on the
               45 KW Stewart/Stevenson generator set
051-234-1532
               Replace exciter regulator on mobile electric power
               generator set
051-234-1533
               Replace voltage regulator on gasoline engine driven,
               mobile electric power generator set
051-234-1534
               Replace electrohydraulic governing system components
051-234-1535
               Test electric governor on a 60 kW Onan generator set
               Test electric governor on 45 KW Stewart/Stevenson
051-234-1536
               mobile electric power generator set
051-234-1537
               Replace main generator assembly bearing (on set)
051-234-1538
               Test operate gasoline engine driven, mobile electric
               power generator set
051-234-1539
               Test operate diesel engine driven, mobile electric
               generator set
051-234-2600
               Repair the gasoline engine cylinder head assembly
051-234-2602
               Replace engine assembly on diesel engine driven
               generator set
051-234-2603
               Repair the diesel engine cylinder head assembly
051-234-2605
               Repair oil pump
051-234-2606
               Repair blower assembly
051-234-2607
               Test injector pump
051-234-2608
               Repair starter motor assembly
051-234-2610
               Repair wiring harness
               Repair battery charging alternator on gasoline engine
051-234-2611
               driven generator
051-234-2612
               Repair battery charging alternator on diesel engine
               driven generators
051-234-2613
               Repair main load contractor
051-234-2614
               Repair current transformer assembly
051-234-2615
               Test control panel components
051-234-2616
               Repair fault indicator panel
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051-234-2617	Repair control panel on mobile electric power generator system
051-234-2618	Repair static exciter assembly
051-234-2619	Repair voltage regulator
051-234-2620	Repair excitation system
051-234-2621	Repair hydraulic pump
051-234-2622	Perform malfunction test
051-234-2623	Adjust hydraulic actuator
051-234-2624	Repair electric governor
051-234-2625	Perform an equipment test of main generator and
	fullwave rectifier
051-234-2626	Perform bench test of a disassembled main generator
051-234-2627	Replace main generator assembly
051-234-2628	Test load connection group components

MATERIAL HANDLING EQUIPMENT

I. PERCENTAGE LANGUAGE SKILLS

Listening 19% Speaking 10% Reading 7% Writing 8%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously

or upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of

warnings, procedures and references

STANDARDS:

100% understanding of printed content

TASK:

Write to record and report

CONDITIONS:

Given the requirement to complete forms and produce writ-

ten reports

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

051-234-1700 Inspect the material handling equipment control circuitry

051-234-1701 Determine serviceability of fuses 051-234-1702 Perform mechanical switching test

051-234-1703 Perform ground test

051-234-1704 Adjust speed potentiometer and inching potentiometer

on material handling equipment

051-234-1705 Test electrical system components on material handling

equipment

051-234-1706 Perform operational test of the protective circuit

board

051-234-1707 Replace electrical components of battery powered material

handling equipment

051-234-1708 Repair electrical components of battery powered material

handling equipment

051-234-1709	Repair accelerator assembly of battery powered material handling equipment
051-234-2750	Test current limit switch and control board assembly
051-234-2751	Repair the power switch assembly
051-234-2752	Repair the silicon-controlled rectifier assembly
051-234-2753	Replace grounded components
051-234-2754	Perform control voltage test
051-234-2755	Test operate material handling equipment
051-234-2756	Replace electric motor in material handling equipment

MAINTENANCE AND INSPECTION

I. PERCENTAGE LANGUAGE SKILLS

Listening 21% Speaking 9% Reading 11% Writing 12%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously

or upon request

CONDITIONS:

Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of

procedures and descriptions

STANDARDS:

100% understanding of printed content

TASK:

Write to record and report

CONDITIONS:

Given the requirement to complete forms and produce

written reports

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

051-234-2250 Perform technical inspection of mobile equipment power

generator or arc welding equipment

051-234-2251 Perform technical inspection of battery powered material

handling equipment (MHE)

051-234-2254 Perform quarterly maintenance on load bank

051-234-2252 Inventory basic items, locations and shortages (shop,

electrical repair)

051-234-2253 Perform operator meintenance of hydraulic actuator test

tand

SECTION VI

JOE LANGUAGE PERFORMANCE REQUIREMENTS (Entire MOS)

INTRODUCTION

This section contains language tasks for each generic skill for this MOS. Listed below each task are the types of receptive or productive language activity involved.

W. sept

LISTENING

TASK: Understand oral language intended to inform or instruct.

CONDITIONS: Given explanations, procedures, rules, instructions or

definitions in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding and assimilation of presented oral language

task.

The following are specific conditions found in this language task:

Warnings

Described situations

Directions

Lectures

Commands, Orders

Sound tracks (films, tapes)

Standard/Non-standard English

Instructions

SQT questions

TASK: Understand spontaneous oral language or language via a technical

medium - such as a radio telephone - intended to inform and

elicit responses.

CONDITIONS: Given scenarios, questions, commands or requests in simple to

complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 4, 5, & 6)

STANDARDS: 100% understanding and assimilation of oral language in order

to apply and respond.

The following are specific conditions found in this language task:

Shouting

Radio communications

Coded messages

Spellings

Conversation

Requests

SPEAKING

TASK: Formulate and produce appropriate oral responses spontaneously.

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios,

instructions, or cues in any training situation.

(Appendices 5 & 6)

STANDARDS: 100% understandable oral response using correct lexicon and

syntex for the training situation.

The following are specific conditions found in the language task:

Explanations
Statements
Repetitions
Counting
Corrections
Assignments
Notifications
Oral reports
Answers
Clarifications
Information

TASK: Produce oral utterances to interact and communicate spontaneously

or via a technical medium such as radio telephone.

CONDITIONS: Given a communicative situation (Appendices 4, 5, & 6

Soldier's Manual) in any training situation.

STANDARDS: 100% understandable communication using correct lexicon and

syntax for the communication act.

The following are specific conditions found in this language task:

Requesting information
Requesting permission
Transmitting messages
Call signs
Vocal signals
Shout warnings
Radio communications
Target locations
Directions (N,S,E,W)
Directions, general
Requests for fire
Report on the results of fire
Challenges/Passwords
Training sessions
Interaction

READING

TASK: Read MOS training in the form of printed prose or graphic

representations in order to learn processes, concepts, vocabulary, definitions and identifications, to calculate

problems, intercept codes and complete forms.

CONDITIONS: Given technical, non-technical, lexical and structural features

in simple to complex printed form in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 1002 understanding of printed content.

The following are specific conditions found in this language task: Captions with illustrations.

Lists Extracts
Procedures Columns
Information Indices
Definitions Charts
Outlines Methods

Signs Technical Vocabulary

Markers Standard Operating Procedures

References Cartoons
Rules Problems
Maps Manuals

Flags Graphic Training Aids

Military Documents

I.D. Papers Regulations

TASK: Identify, understand, and interpret written utterances pertinent

to MOS training in technical or non-technical language.

CONDITIONS: Given technical, non-technical, lexical and structural features

in simple to complex written form in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding of written content.

The following are specific conditions found in this language task:

Lists

Information Descriptions

Radiation readings off dosimeter

Coordinate scales Callsigns-suffices Three-letter codes

Examples Calculations

Markings

Radio communications

Range cards Notes

Messages

VI-5

WRITING

TASK: Upon instruction, write in conventional orthography, letter,

numbers, words or sentences appropriate to the training

situation.

CONDITIONS: Given standardized forms, paper or answer sheets and the

instructions to list, answer, describe or recall.

STANDARDS: 100% syntactical and lexical correctness and legibility of

writing which is also appropriate in style and usage to training

situations. (Appendix 4)

The following are specific conditions found in this language task:

Ratings
Signatures
Range cards
Data symbols
Answers
Descriptions
Notes
Reports

TASK: Write, in conventional orthography, letters, or specialized code,

numbers, words or sentences in order to transmit or record

information.

CONDITIONS: Given standardized forms or paper and oral communication.

STANDARDS: 100% syntactical and lexical correctness of writing which can

be read by another speaker of English.

The following are specific conditions found in this language task:

Technical forms

Codes

Grid coordinates Decoded messages

Encoded messages

Logbooks

Plottings

Figures

Reports

Tags

Range cards

Applicable DA forms

APPENDICES

1. Task Prioritization Checklist

2. Task Inventory Compiled Data Forms

3. Percentage Language Skills

4. Observation Form

5. Structural/Lexical list

6. Vocabulary (DLIELC in-house)
7. Vocabulary (machine-generated)
8. English Language Structures

APPENDIX 1

TASK PRIORITIZATION CHECKLIST

This Checklist was approved by the Department of the Army in 1980.

COUR CURRENT MOS!	*RATING: 1=low		IMPORTANCE OF:	<i>•</i>			FERFORMAN :
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APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

This form was used to record data from the Task Prioritization Checklist.

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METHODS OF TESTING	written oral performance		
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RATING	writing reading speaking		1111
METHODS A OF TESTING	listening written oral		
METHODS OF TEACHING	performance self_paced hands_on demonstration lecture	ODD Z LO ZO OB Z ODDZEDO BO EZ OD A SO BO O DO ZDRI SO DAZDA DOU STO ZO O O ZO DO ZENDEDE ESE O ZEO ZO O O ZZO SE DO ZZZDE DOU NIO NIO ZO ZO O O O DE OBERE EN A CERTA DO DO DO DO DO DO DO SE	111,111 111,111 111,111 111,111 111,111 111,111
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PAGE OF	DATA OBTAINE	FROMTRAINING SPECIALIST_	· _
RATING OF ELS	reading speaking listening	TANDA TANDA DANDA BANDA	
METHODS OF TESTING	written oral		
METHODS OF TEACHING	performance self_paced hands_on demonstration lecture		71 71 11 17 17 71 11 11 17 17 71 11 11 11 11 11
CRITICALITY	danger to person or equipment importance		
UNIT	difficult?		
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METHODS OF TESTING	written oral performance		
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METHODS OF TESTING	oral	
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METHODS OF TEACHING	performance self-paced hands-on demonstration lecture	7 1 1 1 1 1 1 1 1 1				
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RATING OF ELS	speaking listening		1
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METHODS OF TESTING	oral		
# F	performance	ZIJOH SI KARI KAMUNININA PARUPANA NKO PANKO PANKO	111:
	self-paced		44
METHODS OF TEACHING	hands-on		111.
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	danger to		1111
CRITICALITY	person or		
Ĕ	equipment		111
5	importance	वानम्बर्धः भवतम्बर्धवयन् वामायवावप्रकृति । वस्तुविक्रामः वस्तु	111
	difficult?		140
UNIT	tested?		111
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	DATA OBTAINE	D FROMTRAINING SPECIALIST	
	writing		444
RATING OF ELS	reading		444
12	spesking listening		411
	written		1,
HODS F TING	oral		.11.
METHODS OF TESTING	performance		
	Self-paced		1.1.1
	hands-on		111
METHODS OF TEACHING	demonstration		11
	lecture		444
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	difficulty?	<u> NANAYAN BERNAMATARIN DAN NANAN BERNAMAN TARI DAN BERNAMAN BERNAMAN</u>	تلل
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9	writing reading		
RATING OF ELS	speaking		
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METHODS OF TESTING	oral performance		
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	performance		11111
ស ១	self_paced hands_on		
METHODS OF TEACHING	demonstration		111111
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PAGE 2	DATA OBTAINE	NUMBER OF RESPUNDENTS
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s 22	self-paced	
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	danger to berson or	
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METHODS OF TESTING	performance				I							l	I	1						1]											Ţ			I		I			I			Ţ	Ţ	Ī				l
60 43	self-paced	Ц	4	4	ļ	╀	Ļ	Ļ	L	ļ	ļ	ļ	1	ļ	4	1	1	4	4	4	4	4	4	Ц	Ц	4	4	4	4	4	4	4	+	+	ļ	+	╀	Ļ	ļ.	ļ	H	Ļ	\downarrow	Ļ	╀	╀	Н	Н	ŀ
DD I	hands-on	Ц	4	4	1	Ŧ	L	Ļ	Į.	Ļ	Ļ	Ļ	+	ļ	1	+	4	4	4	4	4	4	4	Ц	Н	4	4	4	4	4	4	4	+	╀	╁	╀	╀	╀	╀	╁	┝	╀	╀	╀	╀	H	Н	Н	ŀ
METHODS OF TEACHING	demonstration	Н	4	+	4	ļ	₽	┞	L	┡	Ļ	╀	╀	+	+	+	4	4	4	4	4	4	4	Н	4	4	4	4	4	4	+	+	+	╁	╀	╀	╀	┝	╀	ł	H	┞	╀	╀	╀	H	Н	Н	ŀ
	lecture	Н	4	Ļ	+	÷	┝	<u>. </u>	ŀ	╀	ŀ	╀	╀	t	+	ŧ	+	+	┥	┥	╁	+	┥		H	4	┥	+	+	┥	+	+	+	t	t	t	t	H	t	t	H	H	ł	t	十	۲	Н	Н	ŀ
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	equipment	Ц	4	1	1	ļ	L	L	L	L	Ļ	ļ	ļ	╀	1	1	4	4	4	4	4	4	4	Ц	Ц	4	4	4	4	4	4	4	1	1	ļ	ļ	Ļ	L	ļ	ļ	L	Ļ	ļ	Ļ	Ł	L	Н	Н	-
	importance	Ц	4	1	ļ	ļ	L	L	L	Ļ	Ļ	ļ	ļ	1	4	1	ļ	4	4	4	4	4	4		Ц	4	4	4	4	4	4	4	+	ļ	╀	ļ	1	L	ļ	ļ	L	Ļ	ļ	ļ	Ļ	Ц	Н	Н	ŀ
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	tested?	Ц	1	1	╁	ļ	L	L	L	L	L	ļ	ļ	ļ	1	1	1	4	4	1	1	4	4	_	Ц	4	4	4	4	4	1	┦	ļ	ļ	ļ	Ļ	Ļ	Ļ	L	Ļ		Ļ	ļ	Ļ	Ļ	Ц	Ц	Ц	ŀ
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APPENDIX 3

PERCENTAGE LANGUAGE SKILLS

This appendix contains the computations for the percentages of listening, speaking, reading and writing involved in each cluster.

Some clusters have two sets of computations because some Task Prioritization Forms were received after original computations and had to be added on.

PERCENTAGE LANGUAGE SKILLS MOS 52 D

READING WRIT! FORMULA SPEAK ING LISTENING -lecture -self-paced -oral (test) -demonstration -written (test) -self-paced -rating (scale) -lecture -rating (scale) -written (test) -hands-on -rating (scale) -performance (test) -rating (scale) 3 - 100% 4 = 100%2 = 100% 5 = 100% Cluster 3x4x14=168 FIRST AID 3×2×14=84 3x5x14=210 3x3x/4= 126 18 10 17815 051-191-1001 051-171-1002 210/76.000 15/.191.1005 32% 36 % 12% 15% 8x5x/Y= 560 8×2×14=224 NBC 8x3x14=336 8x4x14:448 46 34 59 59 32 38 3 05' 91-1031 PHR.J C=1-191-1038 336/50.000 560 236.000 4200 15% 32% INDIVIDUAL 1x5x/Y= 70 1x2x14=28 1x3x14=42 / x 4x14=56 FITNESS 051-171-1061 70/33.000 47% 36% 10%

TR = total number of responses to variables in the cluster
T = number of tasks in the cluster
V = variables
R = maximum number of respondents in any task in that cluster

; *

PERCENTAGE LANGUAGE SKILLS NOS 510

•	FOR: 'A	LISTENING	SPEAKING	READING	WRITING
ter		-demonstration	-oral (test)	-self-paced	-lecture
	N N	-1. cture	-rating (scale)	-written (test)	-self-paced
	(X)	-hands-on		-rating (scale)	-written (test)
the in t	(T)(V)(R)				-rating (scale)
s in task	E	-performance (test)			- Tetring (Scale)
les y t	<u>د</u> +	-rating	•		
riables n any t	4	(scale)			1 2008
8 L	Cluster	5 = 100%	2 = 100%	3 - 100%	4 = 100%
sponses to th luster	BASIC INDIVIDES	3K5X13= 195	3x2x13=78	3×3×13=117	3×4×13= 15.
ses ·1t		, , , , , , , , , , , , , , , , , , ,	7	0	16
responses in the li		16	16	0369	3 3 12
res in of r	051-191-1063	4	/6	7	<u> </u>
	051-191-1364	4 15 46 236	205	117/9.000	.141
mber of f taskg s number	051-191-1365		78/16.000	117 9.000	156/22.000
num Jo		195 (46.000		•	
total number vari´		24%	21%	8%	1493
	CAMOUTIAGE	3x5x 14= 210	3× 2×14= 84	3×3×14= 126	3x4x14=168
ポセンス ミニニニ		18	10	Ø	20
		20 10	<u>/0</u> 20	046	0
	·	12 17	238	<u>6</u>	y
	051 191-1361 THRU	-22	84/20.000	70	24
	05/ 191-1363	.367	87/20.00	124 - 079	112
		210/77.000		126 (10,000	168/24.000
		37%	24%	8%	1420
		5x5x /1= 275	5×1×11=110	5x3x11: 165	SXYX11= 220
ĺ	INTELL , GE NCC	11 17	/3	<i>,</i>	17
		10	12-5	2 7 .	2
	051-191-1091	// / 7	*3	10	y 2y
	051.191.1095	67	110/25,000		
	ns: 71-1076 ns: 171-1098	.249	110525.000	165/10.000	220/-4.000
-1	05/-19/- 1099	275 (67.000		· ~~ / /0.000	/ -1,000
		24%	23%	6%	1/2
,			1		
			ļ		4,

PERCENTAGE LANGUAGE SKILLS MOS 52 D

r r	FORMULA	LISTENING	SPEAKING	i ding	WRITING
iter cluster		-demonstration	-oral (test)	-sel:-paced	-lecture
cluster that clu		-lecture	-rating (scale)	-written (test)	-self-paced
the in t		-hands-on	1	-rating (scale)	-written (test)
in ask		-performance (test)	1		~rating (scale)
variables r in any to	1	-rating (scale)			-
er er	Cluster	5 = 100%	2 = 100%	3 - 100%	4 = 100%
es to vi cluster ndents	LAND NAVISATION	5x5x 13= 325	5X2X 13= 130	5X3×13=195	5x4x13:260
respons in th	JAN SALL	26 35 26	13 19 32	14	35
number of of tasks les n number o	051-191-1481 051-191-2483 051-191-2485 051-191-2486 051-191-2490	29 35 151 .45 325(151.000	130/32.000	21 39 .200 195/39.000	260/67.70;
total inmber variab	63149-2.73	47%	2	•	
11 11 11 11	MIGAL RIFLE	7X5X 15= 525	25% 7x2x15= 210	20% 1/3415-315	269, 7xyx15=420
#L > #	051-191-1181 TAND 05-191-1186 051-191-146L	37 40 38 32 73 110 .362 525/190.000	21 28 49 210/49.000	23 24	40 1 1 1 1 48 420/48.330
Ĺ		36 %	23%	8%	11%
	651-191-1241 74AU	3×5×7=/05 6 6 5 6 6 29	6 / 5	3x3x7=63	3xyx7=54 6 0 0
	051-191-1213	105, 29.000	42/7.000		84/6.00
<u> </u>		28%	170%	0%	79,
			l		qu

PERCENTAGE LANGUAGE SKILLS MOS 51 D

		FORMULA	LISTENING	SPEAKING	READING	WRITING
\ -	clus		-demonstration	-oral (test)	-self-paced	-lecture
		×	-lecture	-rating (scale)	-written (test)	-self-paced
•	that	(R)	-hands-on			-written (test)
	=	(T)(V)(R)	-performance			-rating (scale)
	task	T) 4	(test)			
lable	any	14 4	-rating (scale)	•		
ev T	5	Cluster	5 = 100%	2 = 100%	3 - 1002	4 = 100%
to t	nts	GRENA DES	1X5X8=40	1×2×8=16	1X3X8-24	1x 4x8=32
A	of respondents		2 3 2 3	32/5	00-1-	300
20		051-191-130 L	12 40/12.000	16/5.000	24/1.000	32/4.000
cotat numbe vari	×		30%	31%	470	13%
2528	Ē	LEADERSHIP	1X5×7-35	1x2x7= 14	1X3x7=21	1x4x7= 28
₹ ⊢ > ≀		051-191-2547	3 13 13 35/13.000	0 1 14/1.000	21/2.000	3 0 1 5 28(5.000
			37%	7%	10%,	18%
		WATER ARI-	1X5x 8=40	/X2x8=16	1x3x8=24	1x4x8=32
:		FICATION UNT	40 (14.000	16/2.000	4 0 4 8 333 24/8.000	32/6.000
			35%	13%	3340	19%
				ų		41

PERCENTAGE LANGUAGE SKILLS MOS 520

FURMULA LISTENING **SPEAKING** -demonstration -oral (test) -self-paced any task in that -lecture -rating (scale) -written (test) -self-paced -hands-on -rating (scale) -written (test) -performance -rating (scale) (test) -rating (scale) 3 - 100% Cluster 5 - 100% 2 = 100%4 = 100% 1X5×8-40 1X4x8= 32 /NDUCTION 1X2X8= 16 1K3x8=24 MOTORS 2 051-234-1300 40/25.000 63% 38% 3/7. ARC WELDING 2×5×17=170 2×2×17=68 2XYX17=136 2×3×17=102 MACHINES 15 9 // 24 24 18 92 051-234-1400 05/ 234-2450 54% 29% 250% 369, mobile electric 66X5X17= 5610 66x2x17=2244 66x4117=4435 66x3x17=3366 buen corresme 323 282 SFTS 90 258 282 560 258 273 144 144 590 473 431 390 5610 (2186,000 39% 16% 567° 2190

TR = total number of responses to variables in the cluster

T = number of tasks in the cluster

V = variables

R = maximum number of respondents in any task in that cluster

PERCENTAGE LANGUAGE SKILLS NOS 52 P

•	FORMULA	LISTENING	SPEAK ING	\D1NG	WRITING
ter clus.	×	-demonstration	-oral (test)	-sel:-paced	-lecture
lusto at c	2	-lecture	-rating (scale)	-written (test)	-self-paced
ne clus n that	(T)(V)(R)	-hands-on		-rating (scale)	-written (test)
s in the task in	E	-performance (test)			-rating (scale)
iable any	E E	-rating (scale)	•		
r r in	Cluster	5 = 100%	2 = 100%	3 - 100%	4 = 100%
to ustc	MATERIAL	17×5× 16= 1360	17×2×16=544	17×3×16-816	17x yx 16= 105"
sponses to th clusto respondents	EQUIPMENT	48	8	11	33
spor th		57	47 55	18 30	18
s in	051-234-1700 THRU	33 57 60 57 255		30	23 85
task: umber	051-234-1709	255 .188	101	.072	. 075
of of ss	051-234-2750 7HAU 051-234-2756	1360/255.000	544 [55,000	816 57.000	1088 85.000
total r number vari max.	031-134-276	19%	10%	7%	8%
	MAINTINANCE	5x5x 17= 425	5×2×17=170	3 (3x17=2J3	
ドモンR	INSPECTION	17	3		
		16	13 16	301	16
		18 20	16	- 7	13 42
	051-234-2750 741U	19 .2/2	094	. 110	124
	051-13-1 2254	70 425 90,000	170/16.000	75 /28.000	340 (42.cm)
		210%	970	11%	12%
				•	
(
:					
					99

APPENDIX 4

OBSERVATION FORMS

The attached forms were taken to the actual training where observers recorded actual training situations and language used in the training. These forms were used to indicate the CONDITIONS for the Job Language Performance Requirements in this MOS.

istructional Ratio

. Other on ats:

Instructor; ong-to-one/class
Peer/one-to-one
Group or Committee Group (group of instructors of whom one teaches one portion of the whole)
- Small (12 or less)
- Large (more than 12)
Oth
Qui ons
mments.

Comments:

APPENDIX 5

STRUCTURAL/LEXICAL LIST

Attached is the list of structural and lexical items for this MOS. (For discussion, see Section II)

Asi & Dunk

STRUCTURAL ITEMS

SENTENCE PATTERNS

SIMPLE: One subject and one predicate

- 1. Subject and action verb Firer aims.
- 2. Subject and action verb and direct/indirect object Many things cause burns.
- 3. Subject and linking verb and subjective complement.
 This is very important.

COMPOUND: Two or more sentences joined by:

1. Coordinating conjunction

Explain the task and ask the trainees if they understand the task, and the conditions they are expected to perform at the end of the session, the conditions under which they must operate, and the standard they must achieve.

2. Conjunctive adverb

Do not start or stop the vehicle while the radio is on or you may damage the set.

3. Semicolon

A light pressure is exerted on the driving spring when the bolt is forward; however, never attempt to cock the gun while the backplate is off and the driving spring assembly is in place.

COMPLEX: One or more dependent clauses

1. Adjectival (functions as an adjective by modifying nouns and pronouns)

At the bottom of the map you will find three different bar scales which will help you to change map distance to miles, meters, or yards.

- 2. Adverbial (functions as an adverb by modifying verbs, adjectives, and other adverbs) The mouth-to-nose method is performed in the same way except you blow into his nose while you pinch his lips closed with one hand.
- 3. Moun (functions as a noun) The person who is performing artificial respiration quickly blows into the casualty's lungs after each five compressions.

SENTENCE TYPES

1. INTERROGATIVE

(do, does, modal, wh-, tag, inverted) But what about the other 15 meters?

Ask, "What is there?"

2. DECLARATIVE

Classified information will not be discussed over the telephone.

3. EXCLAMATORY

HALT!

4. IMPERATIVE

Issue the challenge in a soft voice and wait for the (requests, commands, second person (singular/plural, negative/affirmative), First and second person (let's)) stranger to reply with the correct password.

5. ELLIPSIS:

Split the bracket until fire for effect is possible. Most common type of ellipsis--subject deleted

6. FRAGMENT

Movement to occupy a position. All other parts.

ADVERBIAL CLAUSES

1. PURPOSES

Training must be conducted so that at least 80% of the students can accomplish the task trained to the standards specified for the task.

2. CONTRAST

Although natural terrain features are likely not to change and make good reference points to orient a map, you may also use manmade features such as roads, bridges, etc., to orient your map.

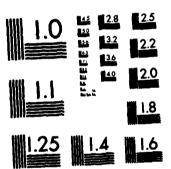
3. COMPARISON

Place suitable material under him as well as over him if necessary.

4. RESULT

Blending is the use of camouflage materials on, over, and around an object so that it appears to be part of the background.

AD-A12		GENERA	TION EC	UIPM(MANCE RE (U) DEFI	ENSE LAI	VGUAGE	INST LAG	2D POWE CKLAND 5/9	R 2 /3	3		
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MICROCOPY RESOLUTION TEST CHART NATIONAL BUREAU OF STANDARDS-1963-A

5. MANNER

Take deep breath and place mouth around soldier's mouth; then blow forcefully as you observe his chest.

6. TIME

When you have to go a certain distance on foot without any landmarks to guide you, you can measure distance pretty accurately by counting your paces.

Split the bracket until fire for effect is possible.

7. PLACE

Loosen clothing at neck, waist, and other places where it tends to bind.

8. CAUSE

Be careful not to depress the trigger, since this will cause the firing pin to be released.

9. ADVERSATIVE

The casualty has no fractures, but has a bleeding wound.

10. CONDITION

If it isn't, your rifle can still fire, but it could possibly explode, causing you harm.

PHRASES

1. GERUND

(upon) Hearing the correct password, give permission to pass if you have no other reasons to doubt.

2. PARTICIPIAL

Using a straightedge draw a line between the two objects.

3. INFINITIVE

To camouflage exposed skin paint the shiny areas with a dark color.

4. PREPOSITIONAL

Under certain light conditions, front sight ports can be seen, but you can't determine whether you are looking through, above, or to the side of the rear sight aperture.

LEXICAL ITEMS

ADJECTIVALS

"rifle bore cleaner"
"waste material"
"burning residue"
"semi-fixed ammunition"
"extracting/loading ammunition"
"firing hammer"
"four life-saving steps"
"chest/heart massage"
"tourniquet material"
"field material"
"field condition"
"mouth-to-mouth resuscitation"

ADJECTIVES

1. WORD + ABLE

AVAILABLE

- 2. COMPARATIVES
 Threat main tanks are smaller than the US main battle tanks.
- 3. SUPERLATIVES

 The most dangerous targets are those that see you, have the capability of killing you, and appear to be preparing to engage you.

PRONOUNS

- 1. INDEFINITE

 Have someone walk the FDL (if enemy situation permits), and determine dead space (sections of FDL where individual drops below line of sight).
- 2. POSSESSIVE Shake his shoulder and shout, "Are you OK.?".
- 3. SUBJECTIVE

 This will give you correct nomenclature.
- 4. OBJECTIVE
 It will also give you the correct functioning.
- 5. REFLEXIVE Keep yourself clear of the muzzle.

VERBS

1. VERB TENSES

Make sure you clearly understand the task you are to teach.

- --You will be tested.
- -- If they elect to take it, they must complete the test once they have begun the first event or else they will receive a NO GO for the entire test.
- -- If the soldier is breathing, mouth-to-mouth resuscitation is not necessary.
- --When all 10 pebbles have been moved to the left pocket, you have traveled one kilometer.
- -- Have someone walk the FDL and determine dead space.
- -- Sensing is an instantaneous determination by the grenadier as to where the grenade exploded.

present progressive verb present verb (uninflected, third person, indicative) past tense (regular/irregular) present perfect future

2. TYPES

intransitive (You) train for results.

transitive Mask the casualty.

linking
The skin becomes inflamed.

3. VOICE

active

recognize	appear
protect	seek
is facing	secure
remove	Wear
explode	mask
sounds	stored
points out	do require
seen	could affect

has
must be
wipe
rinse
put brush
empty
reassemble
reinstall

passive

given
is protected
is sprayed

are reported have been corrected

are authorized be corrected

passive+verb+ing
"task will be performed
using procedures"
modal+passive voice
"can be determined"
modal+negative+passive
"must not be eliminated"

4. MODALS

You <u>must</u> demonstrate, once every 6 months, that you <u>can</u> meet or exceed the <u>minimum</u> level of physical fitness required of each member of your unit in accordance with the standards contained in AR 600-9.

Personnel over the age of 40 may elect not to take the APFT. The pulse should be found in the soft area between the Adam's apple and the large muscle on the side of the neck.

Injury or death could result.

During surveillance the operator will have to adjust the range focus to get a sharp image at different ranges.

"might have to be placed"
"be"
"will be given"
"should be"
"must"
"must be"
"can"
"can be"
"may be"
"should no: be"

5. AUXILLIARIES

(do, does, negative)

Do not zero in under 100 meters.

If the round does not fall within 5 meters of target, zeroing procedures are called for.

GERUNDS

Sensing is an instantaneous determination by the grenadier as to where the grenade explodes with respect to the target.

INFINITIVES

To fire, hold the MI6Al in the rest with your right shoulder firmly against the weapon's butt plate.

ADVERBS +

- 1. SUPERLATIVE
 - When such a line of fire exists, the primary sector will be assigned, based on it, with the FDL being the sector limit closest to the friendly troops.
- 2. INDEFINITE

The launcher has a heavy coat of oil on working parts, and a light coat of oil elsewhere.

3. FREQUENCY

Apply a little graphite grease to the threads of the antenna section for easy removal and to prevent the sections from seizing if they have been rarely removed.

4 OTHER

Assembly procedure for the grenade launcher merely reverses disassembly steps.

5. COMPARATIVE

The care, cleaning, lubrication and adjustment of the mount used with the gun are no less important.

VERBS AND PREPOSITIONS

Line up the key in the receptacle with the slot in the cable connector.

VERBS AND ADVERB

(particles)

Put on the protective mask within nine seconds of the chemical alarm and remain in the contaminated area for at least two minutes without making further adjustments to the mask.

APPENDIX 6

VOCABULARY (DLIELC IN-HOUSE)

The following vocabulary list was extracted from the Soldier's Manual task by task and then categorized into GENERAL, BASIC AND TECHNICAL vocabulary.

Arb. 2 Mark

•

NOT APPLICABLE

REF: On 15 MAY 1981 agreement between TRADOC and DLIELC was reached that DLIELC In-House Vocabulary would not be produced for this MOS.

APPENDIX 7

Appendix 7 is the machine-generated vocabulary list. It was not useful for our purposes. It is included as a vocabulary reference.

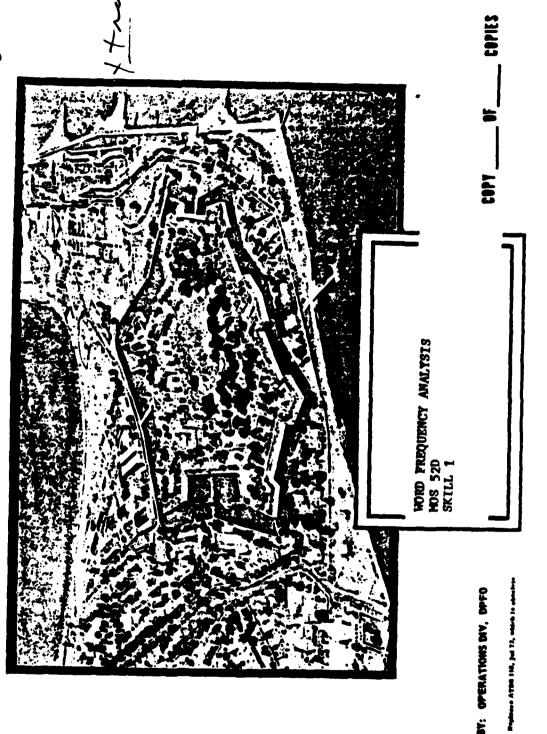
HEAL JARTERS

BATA CONTROL NUMBE

UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

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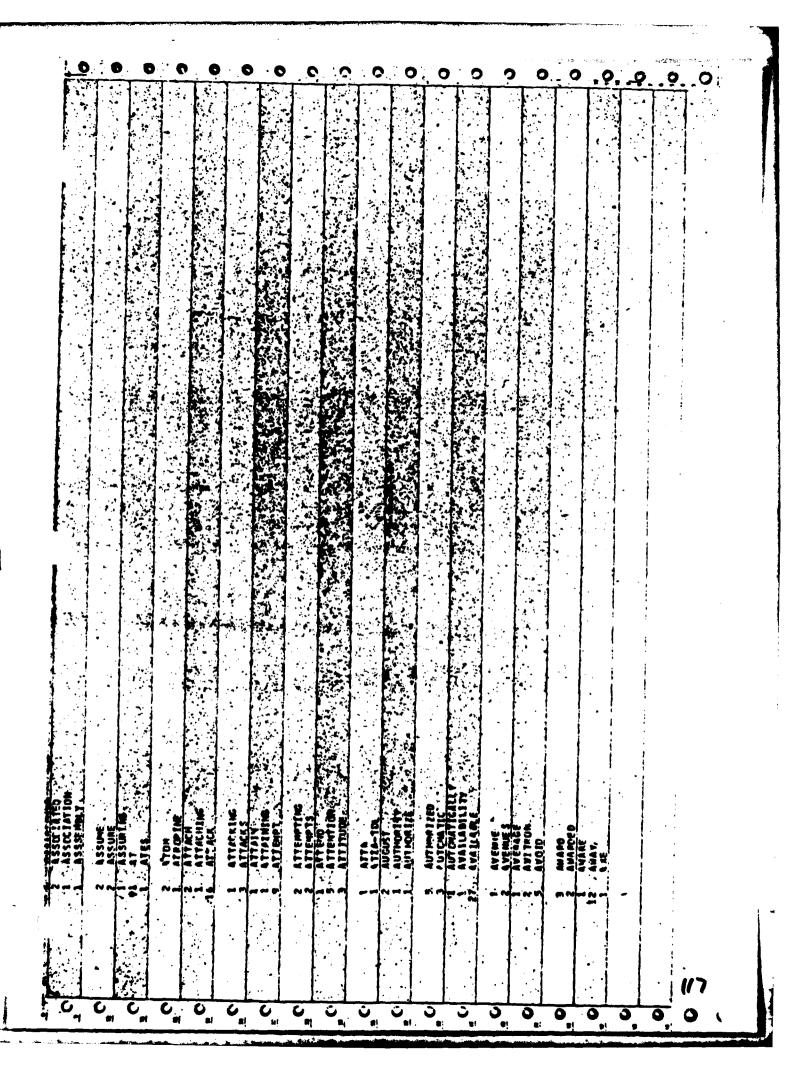
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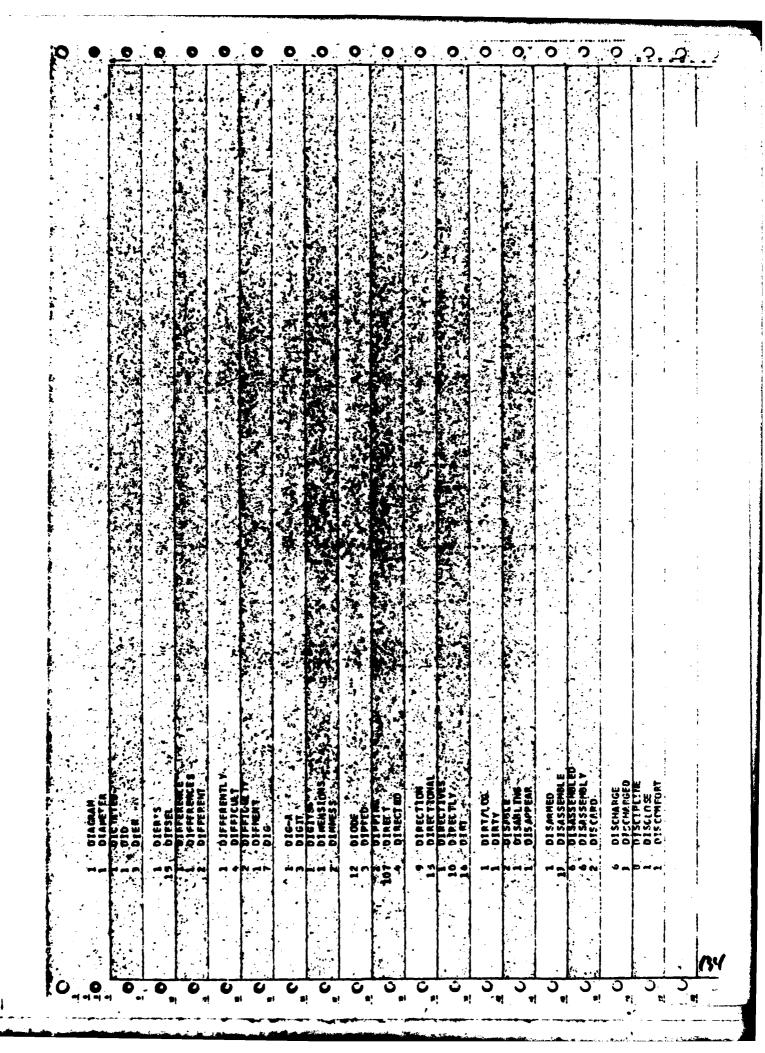
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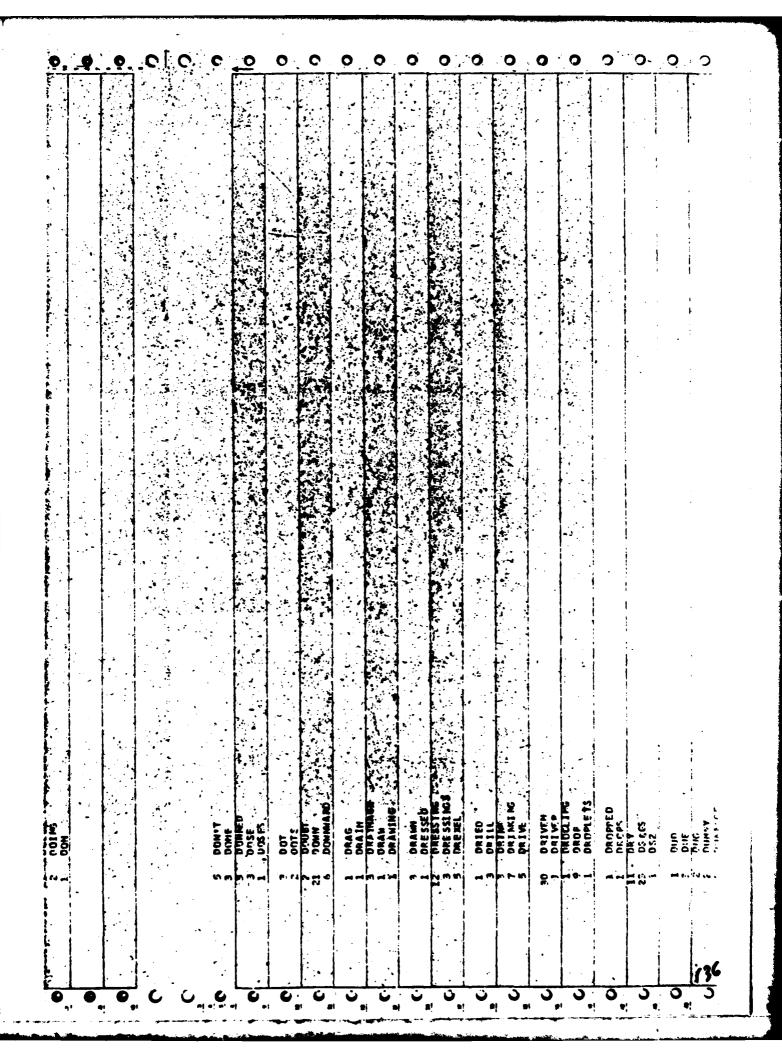
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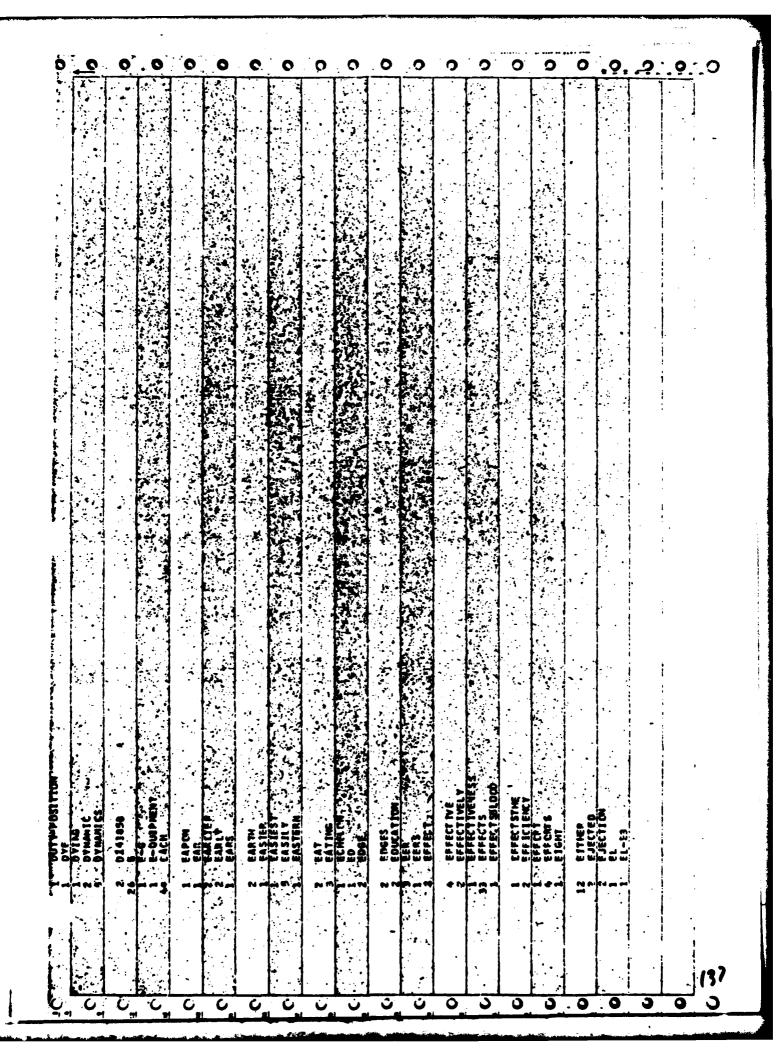
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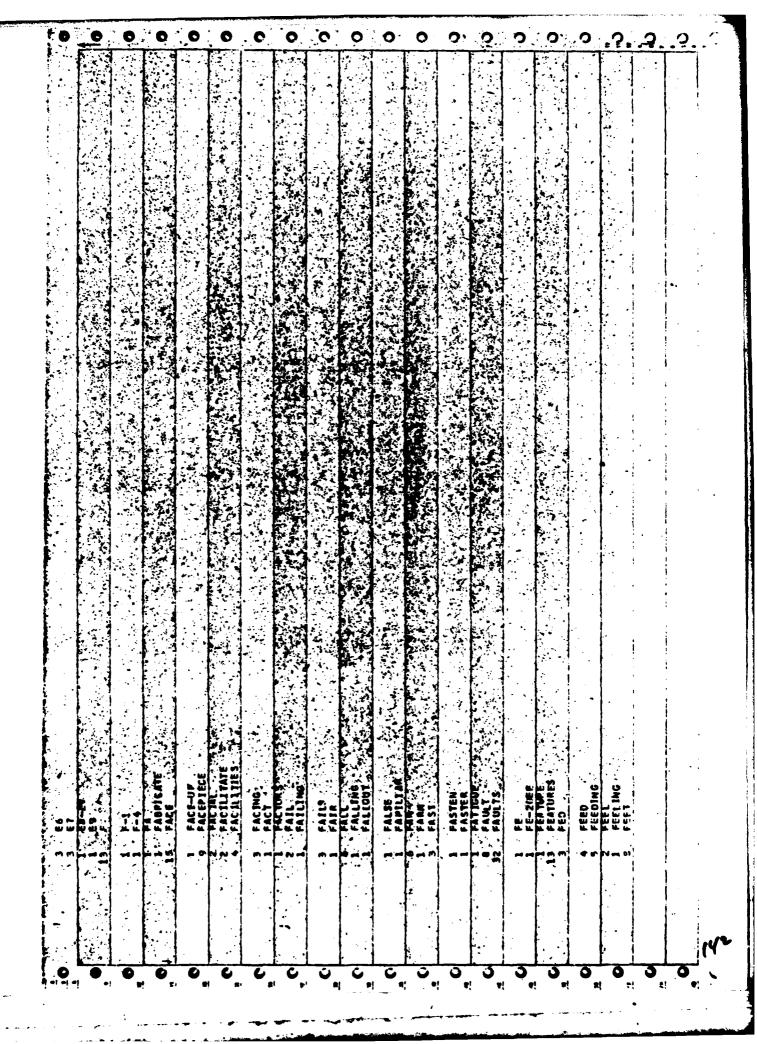


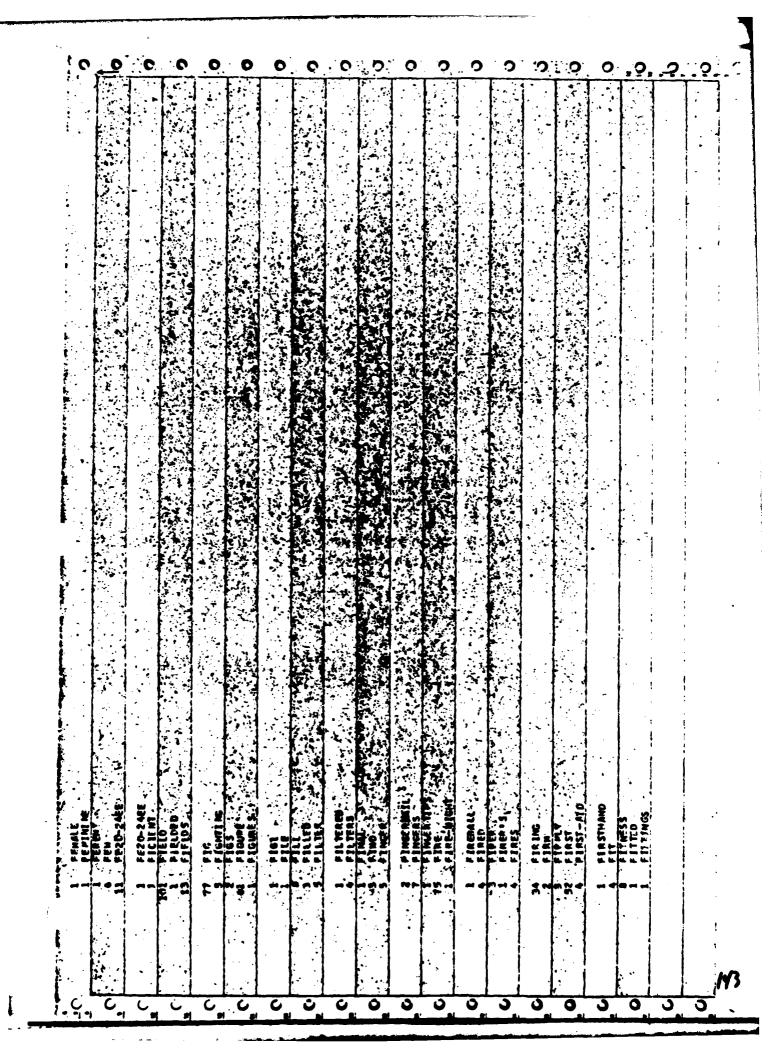
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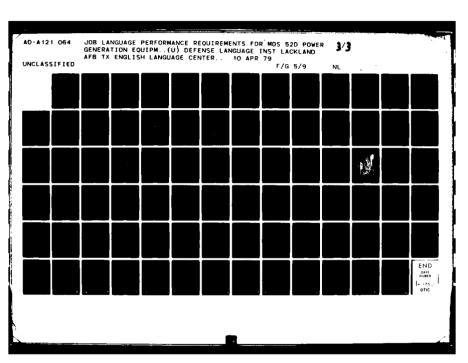
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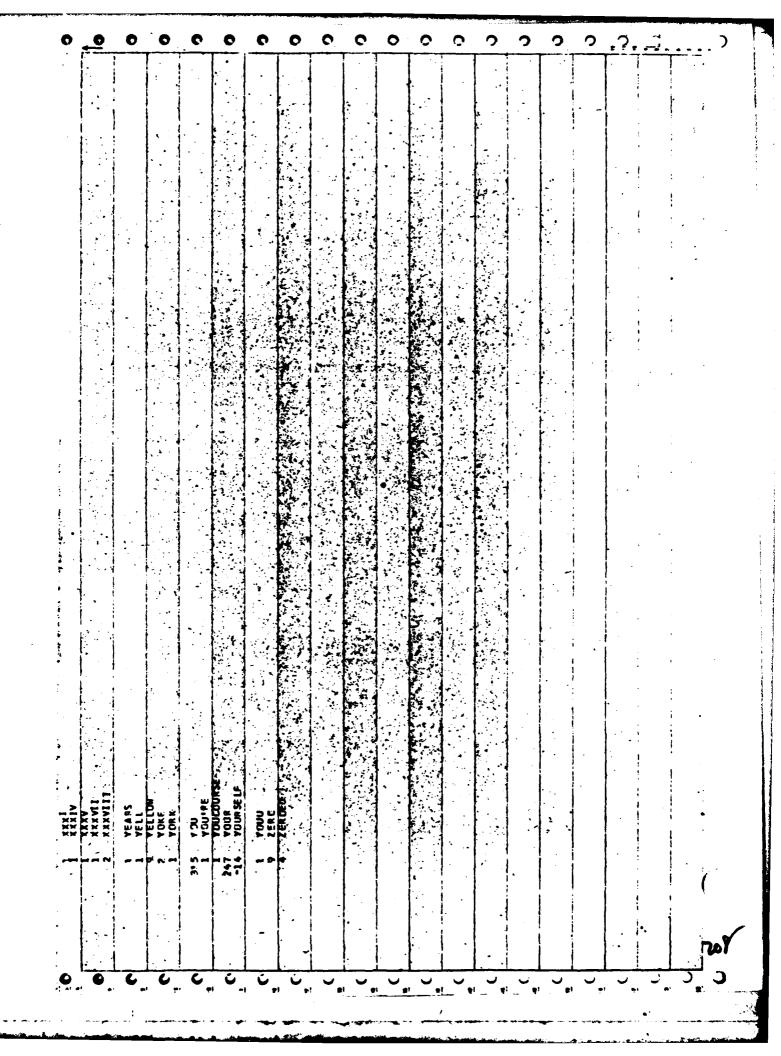
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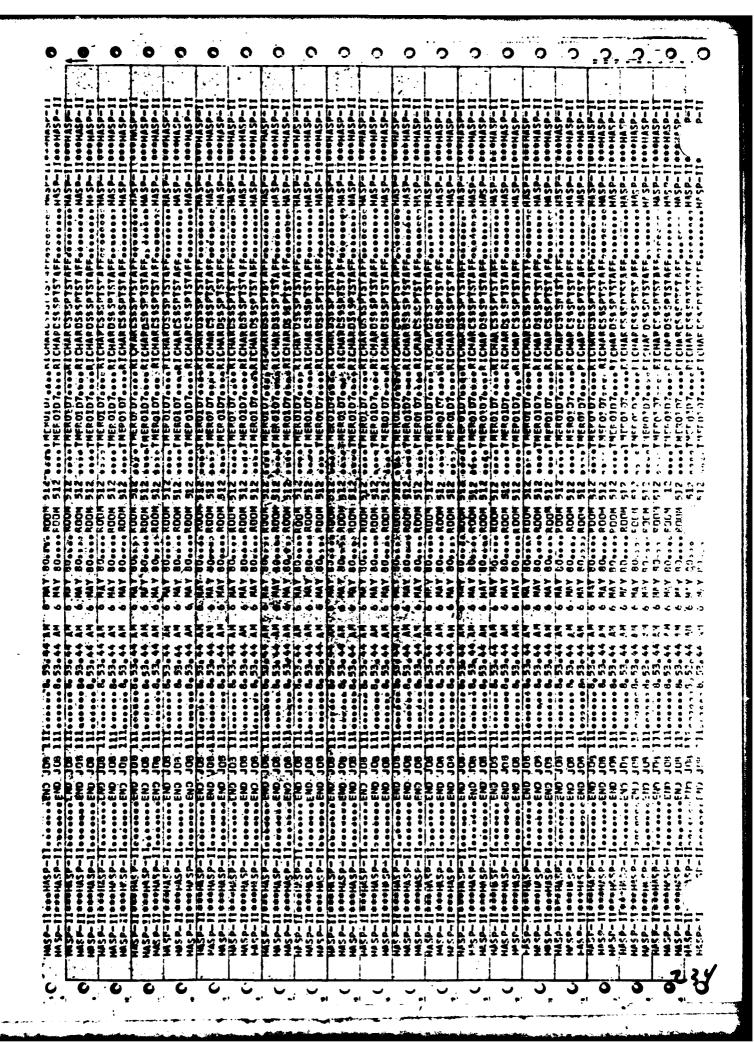
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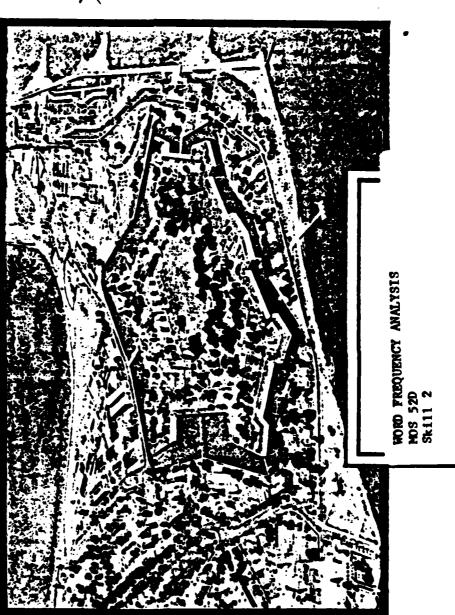
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APPENDIX 8

ENGLISH LANGUAGE STRUCTURES AND LEXICON

The following list is included as an addition to the structural and lexical list. These structures and lexical items are very basic.
(See Section II for discussion.)

Agra Blank.

LIST OF LEXICAL AND STRUCTURAL ITEMS FOR ENGLISH LANGUAGE STRUCTURES

Sentences:

A. Declarative
B. Interrogative

statement question

wh- questions
 tag questions
 yes/no questions

C. Imperative command, polite request
D. Exclamatory exclamation

Sentence Complexity:

A. Simple B. Compound

one full subject and predicate two or more independent clauses joined by:

1. punctuation

2. punctuation and conjunctive adverb

3. coordinate conjunction

C. Complex

one or more dependent clauses and an

independent clause

D. Compound-Complex

two or more independent clauses and one or more dependent clauses

Verbs:

A. Concord

B. Transitive

C. Intransitive

D. Copula

E. Linking

F. Auxiliaries of tense

G. Auxiliaries of

modality

H. Tense

I. Aspect

subject-verb agreement

takes an object

doesn't take an object

to be

connectors

will, do, did

should, ought to, must to, have to, have got to, able to, can, may, might,

could, would present, past

perfect, progressive

Verbal Forms:

A. Present Participle
B. Past Participle

active voice passive voice

Voice:

A. Active

B. Passive

1. agent expressed

2. agent not expressed

subject does action

subject does not do action

Nouns:

A. Singular man, pen
B. Plural men, pens
C. Count chairs
D. Mass flour
E. Possessive soldier's
F. Collective fish

Adjectives:

Adverbs:

A. Time/Frequency immediately, today, ago
B. Place/Position here, there, everywhere
C. Manner maybe, possibly
D. Negative no, never
E. Comparison of nearest, harder
F. Degree thoroughly, completely

. Articles:

A. Definite a, the
B. Indefinite any, some

Pronouns:

A. Personal you

B. Demonstrative that

C. Indefinite anybody, both, each

D. Reflexive himself, yourself

E. Cases of I, me, my, mine

F. Relative who, whom, whose

G. Interrogative who, which, what

Conjunctions:

A. Coordinating and, but, or, nor
B. Subordinating because, if, as, that, after
C. Correlative either, or
D. Conjunctive adverb therefore, furthermore



A M

Prepositions:

A. Simple

1. place

2. time

direction/motion 4. manner/agent/

instrument

5. measurement/

number amount

of

on, in

in, at, on

by, with

B. Compound:

according to, because of, by means

Vocabulary:

words from 1100 through 2400 -

Elementary and Intermediate Phase of General

English materials

Special Expressions/Idioms

"knock it off" "can it, buddy"

Verb Combinations

two word verbs



